

# INTRO TO 1A, 1B, AND 1C

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MELS 601

# Introduction to 1A, 1B, and 1C

- This won't be due along with other assignments in Module 1.
  - ▣ Module 1 assignments are all due by midnight on January 30<sup>th</sup>, 2012
  - ▣ However, 1A, 1B, and 1C will be due February 27, 2012. Go ahead and begin working on these because they will require collaboration with colleagues.
  - ▣ 1A and 1B will be submitted into TaskStream later in the course.

# Grading Rubric – Page 31 of MELS Handbook

Assignment	Description	Emerging	Developing	Proficient	Accomplished
<b>Part A: PLC Implementation</b>	The candidate with the approval of the school leadership will establish a professional learning community with a minimum of three peers to research areas of need in student learning and development in school.	The candidate is knowledgeable of the tenants of a PLC and exhibits knowledge of student learning theory.	The candidate has identified areas needed for improvement in the student learning.  The candidate has identified colleagues as potential members of the PLC.	The candidate, working with other PLC members has identified areas of student learning that needs further investigation.	The candidate has lead an active PLC and identified areas for improvement in the student learning process.  The candidate has reported the findings of the PLC to the School Leadership Team.
Assignment	Description	Emerging	Developing	Proficient	Accomplished
<b>Part B: PLC Facilitation</b>	The PLC members will articulate and prioritize the most pressing needs and address those identified needs in an action plan developed in Part E.	The candidate and the PLC have presented evidence that a list of needs have been developed.	The candidate and the PLC have investigated possible strategies that are research based and agree are feasible for implementation.	The candidate led PLC has outlined the major needs in the form of an action plan that will be developed to systematically address the students' learning needs.	The candidate led PLC has presented the outline action plan to the school Leadership Team for discussion and modification.
Assignment	Description	Emerging	Developing	Proficient	Accomplished
<b>Part C: Areas of Improvement Investigation</b>	The candidate will lead the PLC to research best instructional practices in the identified need. The PLC will utilize research data and school data to develop the action plan. The action plan should include an evaluation process that recognizes performance as the primary basis for reward and recognition.	The candidate has knowledge of best instructional practices associated with the identified needs.	The candidate has utilized data to specify needs and shows some evidence that researched-based strategies will be used to address the needs	Working with the PLC, the candidate has connected the research-based strategies with the learning needs of the students.  Working with the PLC, the candidate has developed an evaluation plan to assess the success of the strategies and has identified milestones for success in student learning.	Working with the PLC and School Leadership Team the candidate has prepared the staff for implementation of the action plan.

# Artifacts 1 A, B, and C

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- Expectations and Evidences

# Professional Learning Communities (PLCs)

- The 3 Big Ideas of a PLC:
  - ▣ Ensuring that Students Learn
    - What do we want each student to learn?
    - How will we know when each student has learned it?
    - How will we respond when a student experiences difficulty in learning?
  - ▣ A Culture of Collaboration for School Improvement
  - ▣ A Focus on Results

# PLCs – Focus on Learning

- The essence of a PLC is a focus on and commitment to the learning of each student.
  - ▣ What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?
  - ▣ What evidence will we gather to monitor student learning on a timely basis?
  - ▣ How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?
  - ▣ How will we enrich the learning of students who are already proficient?
  - ▣ How can we use our SMART goals and evidence of student learning to inform and improve our practice?

# PLC – Commitment to Continuous Learning

- Each member engaged in:
  - ▣ Gathering evidence of current levels of student learning
  - ▣ Developing strategies and ideas to build on strengths and address weaknesses in that learning
  - ▣ Implementing those strategies and ideas
  - ▣ Analyzing the impact of the changes to discover what was effective and what was not
  - ▣ Applying new knowledge in the next cycle of continuous improvement

# References for PLC Information

- <http://allthingsplc.info/>
  - ▣ <http://www.allthingsplc.info/tools/samples.php>
    - **VIDEO**
    - **Let's Talk About PLC: Getting Started**
- [http://pdonline.ascd.org/pd\\_online/secondary\\_reading/el200405\\_dufour.html](http://pdonline.ascd.org/pd_online/secondary_reading/el200405_dufour.html)
- <http://www.centerforcsri.org/plc/index.html>
  - ▣ Use links to the right of this article to access additional PLC information



# SMART Goals

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- Strategic and Specific
- Measurable
- Attainable
- Results-oriented
- Timebound

# For Each SMART Goal:

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- Strategies and Action Steps
- Responsibility
- Timeline
- Evidence of Effectiveness

# Remember



- Develop a specific focus for your PLC using the information presented.
- Work in cooperation with your school's administrative team.
- Due February 27, 2012.

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